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ABSTRACT

Emphasizing that reading aloud is a way to show children how to handle books and give them chances to talk about those stories, this manual provides several activities that reinforce parents' belief that they are their children's first and best teacher. The activities also reaffirm and validate their prior knowledge about reading and its benefits. The first part of the workshop manual covers some of the technical aspects of reading by having parents discuss them in their own words. The second part explores the emotional side of reading aloud. Finally, children are brought into the workshop, and parents and children sit together and read. The culminating activity capitalizes on preceding activities and provides a positive reading experience for both the parents and the children. Workshop activities can be compressed or spread out. The manual notes that the facilitator does not have to be a reading expert. The materials have been developed to elicit discussion and reflection form the parents, and not to instruct them about reading. Appendixes contain suggested icebreaker activities, overhead transparencies, an audio-guide rationale script, an informational brochure on the workshop, and a PREL Product Order Form. (RS)

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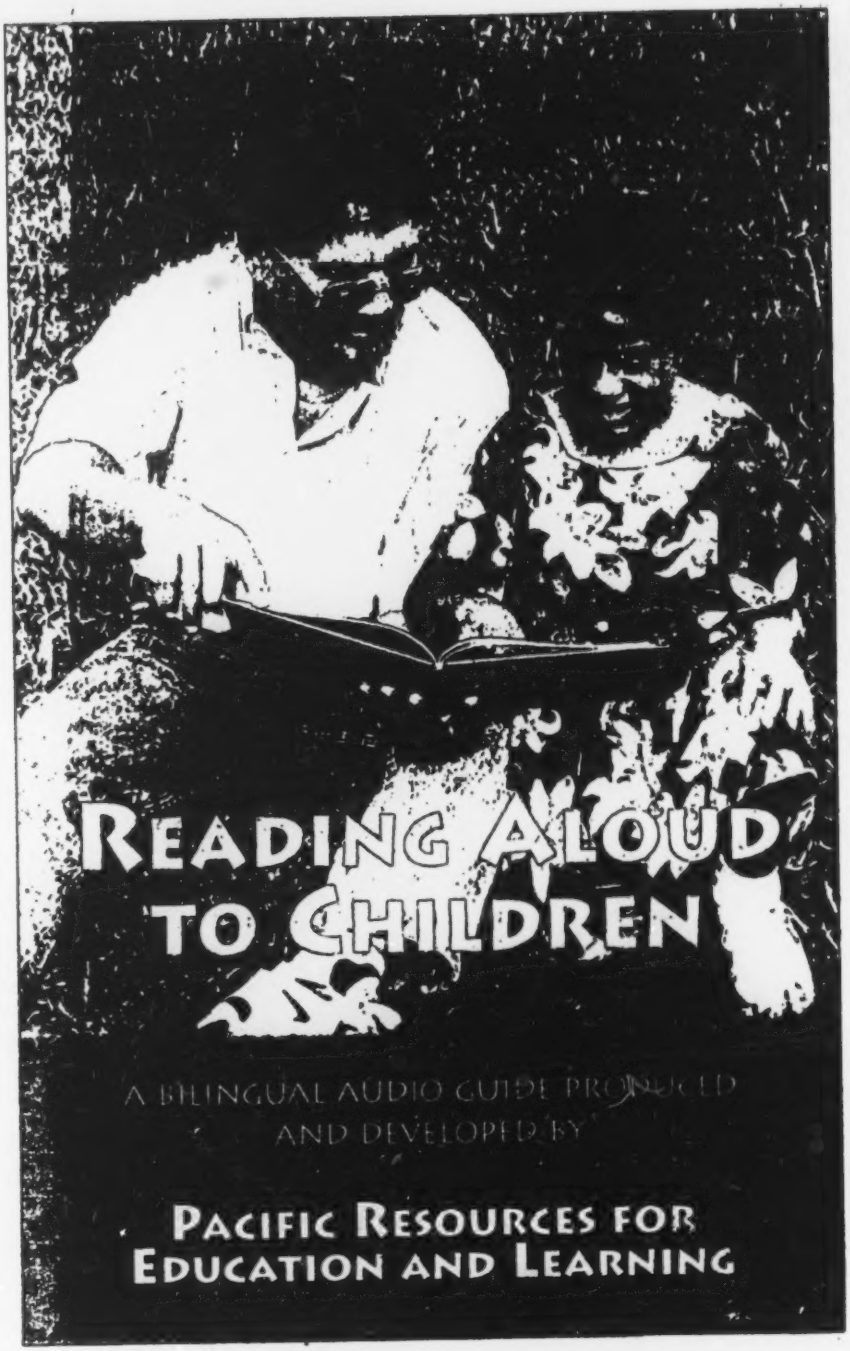

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Reading Aloud to Children: A Workshop for Parents

FACILITATOR'S MANUAL

PACIFIC RESOURCES FOR EDUCATION AND LEARNING

Promoting Educational Excellence

July 2000

Reading Aloud to Children: A Workshop for Parents

By Tim Donahue, M.A., Suzanne M. Aina, M.A., PREL Pacific Educator in Residence, and Canisius Filibert, M.A.

This manual is designed to accompany the bilingual *Reading Aloud to Children* audiotapes produced and developed by Pacific Resources for Education and Learning. The bilingual audio guide is available in English on one side and the following languages on the other side:

Carolinian, Chuukese, Hawaiian, Ilocano, Kosraean, Marshallese, Palauan, Pohnpeian, Samoan, Woleaian, and Yapese.

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INTRODUCTION

Pacific Resources for Education and Learning (PREL) has produced the audiotape series *Reading Aloud to Children* in order to encourage parents to read to their children. Each tape can be used by itself as a source of useful information, but in many cases and for many reasons, we have found that parents are intimidated by the notion of reading aloud to their children. This workshop provides several activities that reinforce parents' belief that they are their children's first and best teacher. The activities also reaffirm and validate their prior knowledge about reading and its benefits.

The workshop is divided into three parts. The first part covers some of the technical aspects of reading by having parents discuss them in their own words. The facilitator guides parents through sharing what they know about reading and its benefits. These pre-listening activities ensure that parents have the opportunity to state, in their own terms, what the audiotape will cover about reading. Listening to the first part of the audiotape serves as a review activity for this section.

The second part of the workshop explores the emotional side of reading aloud. The bonding that occurs between parent, child, and books is important and real. The tapes present a demonstration of a parent reading aloud to a child. After listening to this portion of the tape, parents are asked to reflect on the feelings they perceived between parent and child. This is followed by a role-playing exercise that models a reading aloud session.

Finally, children are brought into the workshop, and parents and children sit together and read. Earlier activities build interest and enthusiasm on the part of the parents. The culminating activity capitalizes on preceding activities and provides a positive reading experience for both parent and child.

The workshop activities can be compressed or spread out, depending on the needs and schedules of the participants. They can be covered in a single session or can be incorporated into existing

literacy programs. For example, we have found the workshop to be complementary to the "Mother Read, Father Read" program.

The workshop facilitator does not have to be a reading expert. The materials have been developed to elicit discussion and reflection from the parents, and not to instruct them about reading. The workshop does not tell parents how to teach their children to read. Rather, it emphasizes that reading aloud is a way to show children how to handle books and give them chances to talk about the stories. We know that children who enjoy books before they come to school are the children who learn to read quickly and well.

Anyone who feels that reading aloud to children is important will be able to read through the workshop materials and, with minimal preparation, engage a group of parents in activities that result in more frequent reading with their children. We hope that you will give it a try.

WORKSHOP AGENDA

Section	Activity	Approximate Time
1	**Introduction** (Parents Only)	45 minutes–1 hour
	Activity 1: Introduction, Welcome, and Icebreaker *Activity 2*: Discussion—Benefits of Reading Aloud to Children *Activity 3*: Carousel—Tips for Reading Aloud to Children	
	Break	
2	**Demonstration** (Parents Only)	45 minutes–1 hour
	Activity 4: Listening to the "Reading Aloud to Children" Audio Guide Rationale *Activity 5*: Double-T Chart—"Looks Like, Feels Like, Sounds Like" *Activity 6*: Fishbowl Role-Play *Activity 7*: Distribution of Materials	
	Break	
3	**Practice** (Parents and Children)	45 minutes–1 hour
	Activity 8: Practicing Reading Aloud to Children	

Note on scheduling this workshop: The three sections of the workshop can be delivered in a single session, or they can be delivered separately. For example, you might conduct Section 1 on one day and Sections 2 and 3 on another day. You might also conduct one section a day on three separate days. Delivering the workshop in line with participants' schedules will help insure participation.

ACTIVITY 1:
Introduction, Welcome, and Icebreaker

♦ PURPOSE

Parents will feel welcome, learn what the workshop is about, and get to know each other through an icebreaker activity.

♦ MATERIALS YOU WILL NEED

- Workshop Agenda
- Overhead 1: "Reading Aloud to Children": The Purpose of the Workshop
- A sample "Reading Aloud to Children" cassette tape
- A sample "Reading Aloud to Children" brochure
- Materials for an icebreaker activity of your choice (see Appendix A for suggestions)
- Chart paper and markers to write "ground rules"

♦ APPROXIMATE TIME

20-30 minutes

♦ PROCEDURE

- Welcome the parents. Let them know that they are the experts, and encourage participation and learning from each other. Go over the agenda.

  This "welcoming" activity and icebreaker will help participants feel comfortable with each other and establish group rapport.

- Conduct icebreaker (see Appendix A for ideas).

  Explain that we will be learning from each other.

  Just as many people influenced our reading experiences, we can help our children to enjoy books, have exciting and fun reading experiences, and develop a love of reading by following our examples.

  For newly established groups, this activity may take more time, but the time spent is worthwhile for group rapport.

- Have the group agree how they want to work together; write their "ground rules" on chart paper, and post the rules.

  Setting appropriate ground rules with participant input will set a good tone for the workshop.

  You can either explain what ground rules are or ask the participants what they think the ground rules for the workshop should be.

Write the ground rules on a chart and post them.

Some examples of ground rules are actively participating and listening, waiting your turn to speak, valuing others' input even if you disagree, making others feel comfortable, giving positive feedback, completing assignments, enjoying activities, and having fun sharing with others.

- Introduce the purpose of the workshop using Overhead 1.

- Show the "Reading Aloud to Children" cassette tape and brochure, and tell participants that they will each receive a copy.

ACTIVITY 2:
Discussion—Benefits of Reading Aloud to Children

♦ PURPOSE

Parents will realize how much they already know about the general benefits of reading and the multiple positive benefits of reading aloud to children.

♦ MATERIALS YOU WILL NEED

Overheads 2 and 3
Chart paper and markers

♦ APPROXIMATE TIME

10-15 minutes

♦ PROCEDURE

- Ask participants what they think the benefits of reading are. Write their responses on the chart or board so that you can refer to them when you talk about the overheads.

  This activity builds upon parents' existing knowledge about reading. It is meant to validate their knowledge while introducing some technical reading vocabulary that they will hear on the tape.

- Show Overhead 2 and comment point by point. Refer to the comments you listed on the chart to show participants that they have made the same points as those listed on the overhead. For each point, ask participants to share their related personal experiences.

  Begin by sharing a personal experience you had, which is related to one of the points; this will model how to share personal experiences.

  These are the three main points listed on Overhead 2 with commentary information:

  Passes on knowledge, skills, and values from the past.
  People often think of reading as a means of learning new things and often forget how important the written word is for cultural preservation. Ask the group what books they can think of that perpetuate cultural values, and you will get responses like the Bible, Koran, Vedas, or other religious texts.

  Develops lifelong learners.
  In a rapidly changing world, we are learning new things daily. The better we read, the better we can keep up and understand important trends.

  Opens doors to exciting new worlds.
  Reading can take you across oceans and to cultures you never imagined. You can travel back in time and even forward into the future through science fiction stories.

- Show Overhead 3. Refer to the commentary information in the "Notes to Facilitator" as you discuss each point. Again, match the participants' responses to the information on the overhead.

  These are the main points on Overhead 3 with commentary information:

  Has a positive effect on children's success in school.
  Researchers (people who look into these kinds of things) have found that children whose parents read to them do better in school.

  Enhances listening, thinking, and comprehension skills.
  When you read to your children, they practice all of these skills, and practice makes perfect.

  Invites children to become actively engaged in the book.
  This is important because reading requires concentration. Children need to get in the habit of paying attention to books.

  Helps children to see the connection between speech and the printed word.
  Children need to understand that those funny marks on the paper are the same as the words they hear.

  Assists children in developing a good attitude toward reading and learning.
  When you and your child enjoy a book together, the child will form pleasant impressions about books. Sharing books with your children will motivate them to want to read on their own.

  Initiates "book knowledge."
  Children do not automatically know how to read a book; it is a learned skill. Kids first learn about books by watching others read. They must be taught how to open the book, and how to read front to back, left to right, top to bottom. Fine motor skills are developed as children learn to turn pages. All of these things need to be learned, and they are what we mean when we say "book knowledge."

  Some questions you can ask to stimulate written knowledge are:
  "Which is the front of the book?" Have the child take the book and show the front.
  "What is on the cover of the book?" Have the child point to it and tell what they see.
  "How do you open the book? Show me."
  "Where do you start reading? Show me the way the words flow."
  "How do you turn a page? Show me how to turn the page. Very good."
  "What direction do you read in? Show me."

ACTIVITY 3:
Carousel—Tips for Reading Aloud to Children

♦ PURPOSE

Participants will become aware of environments that are conducive to reading to children and things to consider when choosing a book. Parents will be able to describe how to make reading aloud enjoyable and will see the value in having the child interact with the text.

This activity is called a carousel because the larger group breaks into four smaller groups and each group does an activity, which is reported to the larger group. It also gives the group a chance to get up and move around.

Parents already know a lot about reading aloud. This activity is meant to activate their prior knowledge, giving them a chance to tell each other what they know.

♦ MATERIALS YOU WILL NEED

Overheads 4-7
Books of varying levels, structure, and illustrations
Four charts, to be made by the facilitator from Overheads 4-7.
- Chart 1: Getting Ready to Read Aloud
- Chart 2: Choosing Something to Read
- Chart 3: How To Read Aloud
- Chart 4: Making Reading Aloud Active

♦ APPROXIMATE TIME

20-30 minutes

♦ PROCEDURE

- Post the four charts.
- If the total number of participants in the group is small, the whole group can do this activity together.
- Divide the groups evenly so that each participant is in a group next to one of the charts. Let everyone know that one person from each small group will report to the whole group after they have finished discussing.

Facilitator will rotate among the groups to be sure that they understand the task.

Watch the time. You want to be sure that everyone has time to contribute and to say what he or she wants to say, but don't let the activity drag on.

INSTRUCTIONS FOR SMALL GROUPS:

❖ **Getting Ready to Read.**

- Divide people into pairs and give each pair a book.
- Discuss where you would position yourself to read a book with a child.
- Discuss what preparations should be made. Look at the chart and compare the points to the role-play activity. When reporting to large group, elaborate on the points on the chart.

❖ **Choosing Something to Read.**

- From the sample books on a table, show each book, one at a time. Ask, "Is this a book you would read with a child?"
- Have parents choose a book that they would read to their children and explain why.
- Have someone in the group list the reasons on a sheet of paper.
- When reporting to the larger group, refer to the chart and add additional points to the four points listed.

❖ **How to Read Aloud to Children.**

- Discuss some "getting ready to read" activities.
- Have one volunteer read a passage from a book in a monotone voice, and another volunteer read with expression. Ask parents to tell which they prefer and why.
- Have someone in the group list other suggestions for reading aloud on a separate sheet of paper.
- Give examples of each point about how to read aloud.
- Pose the question, "How can you make reading fun and exciting?" When reporting to the large group, go over reading aloud points using Chart 3, and give examples.

❖ **Making Reading Aloud to Children Active.**

- Discuss how to make reading aloud active.
- Ask, "How can you stimulate curiosity?" Give examples.
- Explain things you can do to build enthusiasm.
- Review, drawing attention to each of the points made by participants and comparing them to Chart 4. Report these findings to the large group and give examples.

ACTIVITY 4:
Listening to the "Reading Aloud to Children" Audio Guide Rationale

♦ PURPOSE

Parents will listen to the "Reading Aloud to Children" audio guide rationale as a review and enhancement to their discussions about the benefits of reading aloud to children.

This activity will introduce the tape and serve as a review of the previous activities.

♦ MATERIALS YOU WILL NEED

"Reading Aloud to Children" cassette tape
Cassette player
Scripts of "Reading Aloud to Children" rationale (enough copies for all participants).
The script is found in Appendix C.

♦ APPROXIMATE TIME

10 minutes

♦ PROCEDURE

- Explain that participants are going to listen to the tape, read along with it, and then follow up with a reflection activity. Each person will be asked to explain what he or she heard that was most important.

  "Reading Aloud to Children" audiotapes may be presented in languages other than English when appropriate.

- Instruct participants to listen carefully to why reading aloud to children is important. Give them a copy of the script. Ask them to follow along as they listen, and jot down any important ideas about reading aloud that they hear. They can underline, draw stars, or make notes as they see fit.

  If participants are not comfortable with reading, scripts do not have to be used.

  It is important that participants have a task to keep them actively listening to the tape rationale.

- Play the tape while participants actively and attentively listen. Stop the tape at the end of the rationale section. Follow up with a discussion. Ask participants to comment about what impressed them most about the audio guide rationale.

  Discussion allows participants to learn from each other and validates what each person feels.

  The discussion portion of the activity is optional depending upon time constraints.

ACTIVITY 5:
Double-T Chart—"Looks Like, Feels Like, Sounds Like"

♦ PURPOSE

Participants will listen to the storytelling portion of tape and will identify the positive emotional characteristics and benefits of reading aloud.

This activity is called a "Double-T" because of the graphic organization of the chart that is used.

Parents will reflect on what reading to their child looks like, feels like, and sounds like.

Through visualization, this activity examines the emotional factors involved in reading aloud.

♦ MATERIALS YOU WILL NEED

"Reading Aloud to Children" audiotape cued to the story section.
Cassette player
Three markers (different colors to color-code the columns on the Double-T chart)
Large chart paper with three columns headed **Looks Like**, **Feels Like**, and **Sounds Like**
Three batches of Post-It notes (one of each color, matching the markers)
Scotch tape

♦ APPROXIMATE TIME

20-30 minutes

♦ PROCEDURE

- Give each person a set of three Post-It notes of varying colors (assign each color to one of the column headings on the chart).

  Facilitation will be easier if you color-coordinate the chart columns and Post-It notes.

  Distributing colored Post-it notes can be done at the very beginning of the workshop in order to save time.

- Explain that participants will pretend that they are observing a parent and child reading together as they listen to the tape and will write a short comment about what it **looks like**, **feels like**, and **sounds like.**

  The facilitator clearly explains that the participants are to envision in their minds that they are actually observing the parent and child reading together. As they listen, they should picture exactly where the parent and child are.

  They should also reflect on what the situation feels like and sounds like. The facilitator tells the participants that this activity will assist them in identifying their feelings, which are an important part of the reading aloud process.

Explain that each column of the chart corresponds to three topics: **Looks Like, Feels Like, and Sounds Like.**

Facilitator may opt to tell participants to close their eyes while listening to the tape.

- Give an example of what participants should visualize and how they should write notes in each column. For example:

  Looks Like: When you listen, you might picture a parent and child sitting side by side reading together. As you listen to the tape, what comes to mind?

  Some characteristics of what reading aloud looks like might include the atmosphere, setting, and characters.

  What are you picturing in your mind from the story?

  Who is involved, where are they, and what type of surroundings do you envision as you listen?

  Feels Like: When you listen, what do you think the parent is feeling? What do you think the child is feeling? What can you predict and infer from the reading?

  What it feels like could include soothing, calming, frightening, strange, opening eyes to a new world, and learning something new.

  When you listen to the tape, do you think the parent is feeling calm, frightened, surprised, excited, disappointed, etc.?

  Do you think the child is feeling enjoyment when reading with the parent? Is the child happy, sad, or comfortable, and are they bonding together?

  Sounds Like: What do you hear happening? Is the parent stimulating the child's curiosity by asking him to predict what he thinks the book is about? (Refer participants to the characteristics on Charts 3 and 4 from the carousel activity).

  What it sounds like would be what you are hearing as you listen to how the parent is reading aloud to the child.

  What do you hear that makes reading aloud active?

  Does the parent stimulate curiosity and build enthusiasm? How? Participants should note the reading aloud characteristics exhibited (from Charts 3 and 4 in Activity 3), as they listen to the types of expression, questioning, intonations, and interactions that they hear on the tape.

- Play the tape and have participants listen, recording on the color-coded Post-It notes any pictures that came to their minds about what the session looks like, feels like, and sounds like.

- Give participants two or three minutes after listening to the tape to wrap up their comments.

- One by one, have participants stick their notes in the corresponding columns on the chart and explain their comments.

- The facilitator will close this activity by summarizing the notes in each column of the Double-T Chart.

ACTIVITY 6:
Fishbowl Role-Play

♦ PURPOSE

Parents will observe and participate in a role-play activity to practice reading aloud.

This activity is called "fishbowl" because two volunteers will role-play while the rest of the group closely observes.

♦ MATERIALS YOU WILL NEED

A selection of age-appropriate books (have a variety, including some picture books and a range of text, from simple to difficult).

♦ APPROXIMATE TIME

10-15 minutes

♦ PROCEDURE

- Organize the fishbowl role-play by asking for a volunteer to be the adult in the role-play. The facilitator will play the child. Tell the rest of the group to observe and comment afterwards.

  If time permits, have other participants find a partner and practice role-playing while others observe them.

- Model the role-play and ask participants what characteristics they observed in the role-play.

  Facilitators should act the part of the child to role-play many behaviors of what might happen in the interaction while reading to a child.

  "Hamming it up" makes this activity more fun.

- Next, instruct the participants to practice a role-play with a partner and after about five minutes, switch roles.

- After the second five minutes, call pairs back to the large group to share.

- Ask what happened and to whom when they read to each other. How do they think their own children will react to reading aloud?

ACTIVITY 7:
Distribution of Materials

♦ PURPOSE

Parents will be given copies of the "Reading Aloud to Children" audiotape and a copy of the brochure with reading aloud tips.

♦ MATERIALS YOU WILL NEED

"Reading Aloud to Children" audiotapes in appropriate language for each participant
'Reading Aloud to Children" brochure (enough for all participants)

Prepare ahead by checking the languages of possible participants.

Order tapes in participants' languages.

Make sure that there are enough copies of the materials for all participants.

♦ APPROXIMATE TIME

5 minutes

♦ PROCEDURE

- Distribute one "Reading Aloud to Children" audiotape to each participant. The tape should correspond to the participants' native language preference.

- Distribute one "Reading Aloud to Children" brochure to each participant.

ACTIVITY 8:
Practicing Reading Aloud with Children

♦ PURPOSE

Parents will practice reading aloud with their children, will receive positive, constructive feedback on their reading, and will have time to reflect on their practice session.

This activity works best when it takes place at a library or resource room where there are a variety of books.

♦ MATERIALS YOU WILL NEED

A selection of age-appropriate reading books
Snack (optional)

♦ APPROXIMATE TIME

30-45 minutes

♦ PROCEDURE

- Have parents introduce their children to the group and warmly welcome the children.
- Instruct participants to have children choose a book, make themselves comfortable, and begin reading to their child. With older children who have reading skills, have them read to their parents.
- As they are reading, make at least one positive comment to each pair, indicating the reading aloud points that the pair is demonstrating well.
- Have a large group discussion to give participants feedback and closure.

For closure:

a) Have a brief discussion and give feedback. Ask, "How did it go? Did you have a good time?"
b) Explain the schedule and other information about the library, and remind participants that this is a good place to get books.
c) Encourage them to read every day, have fun, and enjoy reading with their children.

Have snacks to celebrate (optional).

APPENDIX A:
Suggested Icebreaker Activities

♦ PURPOSE

The purpose of the icebreaker activities is to get participants acquainted with each other and comfortable with other members of the group. The intent of each icebreaker activity is to establish positive group rapport and a feeling of safety so that each person actively participates. Use any icebreaker with which you are comfortable. Try to limit the time to 10 to 15 minutes.

♦ Icebreaker #1: "Sketching my Intro"

At the top of the paper, write your name and how many children you have.

On the piece of paper, draw three things you like to do (for example, favorite hobbies or sports) or something interesting about yourself.

Place the drawings in the center of the table when finished.

Each person takes one of the papers and introduces his/her new friend, telling the group about the person, based on the drawing.

The person being introduced then comments and adds to the explanation of the drawing.

Each person takes a turn introducing somebody.

- **Materials Needed**
  Paper (enough for each participant)
  Pens, markers, or crayons (enough for each participant)

- **Source**
  Suzanne Aina, PREL Pacific Educator in Residence

♦ Icebreaker #2: "Draw a Reading Memory"

At the top of the paper, write your name and how many children you have.

Draw your most memorable reading aloud experience—include details such as who was reading, where you were, and how you felt.

Place drawings in the center of the table when finished.

Each person takes one of the papers and introduces his/her new friend, telling about the person from the drawing.

The person being introduced then comments and adds to the explanation of the drawing.

Each person takes a turn introducing somebody.

- **Materials Needed**
  Paper (enough for each participant)
  Pens, markers, or crayons (enough for each participant)

- **Source**
  Suzanne Aina, PREL Pacific Educator in Residence

♦ Icebreaker #3: "Name Wave Game"

Version 1:
All participants stand in a circle.

One person says his/her name and tells something about himself/herself, while at the same time making a motion or gesture. Example: "Beth, I like to play volleyball," as she waves her hand, imitating a volleyball serve.

The person to the right says "Hi, Beth," and gestures as Beth did.

The name and motion spread around the circle in a "wave."

When the circle is complete, the next person says his/her name along with a different motion, which then makes its way ("waves") around the circle.

Continue until all participants share names and accompanying motions.

Version 2:
All participants stand in a circle.

One person says his/her name and at the same time makes a motion or gesture. Example: Beth waves her hand. Everyone makes the same motion at once and says, "Hi Beth!"

After that, the next person says their name, makes a different motion, and all other members of the circle make that motion and greet that person.

The wave continues until all names are said.

- **Materials Needed**
  None

- **Source**
  TRIBES

♦ Icebreaker #4: "Nametag Mixer"

As each participant enters the meeting room, check off his/her name on the roster, but give the participant someone else's nametag.

Explain that each person must seek out the person who has his/her nametag, and introduce themselves to other participants as well.

If the group is relatively small (up to 30-35 participants), have the individuals pair up and interview each other so they can introduce their counterparts to the rest of the group.

- **Materials Needed**
  Name tags

- **Source**
  "More Games Trainers Play: Experiential Learning Exercises" by Edward E. Scannell and John W. Newstrom, New York, NY.

♦ Icebreaker #5: "What's Your Name?"

Divide the participants into groups of six to eight people.

Ask them to stand and form a circle in each group.

Each group is given a whiffle ball (or a similar soft object); as the ball is tossed from one person to another, the receiver calls out his/her first name and throws the ball to another person in the circle.

Continue the process for three or four minutes, or until you feel each person knows the names of the other people in that group.

- **Materials Required**
  A soft ball for each group.

- **Source**
  Wayne Shannon, Nashville, Tennessee.

♦ Ice Breaker #6: "Jigsaw Puzzle"

Obtain several puzzles (six to eight pieces) of cut-up company logos or workshop pictures.

Randomly distribute a piece of the puzzle to each person as s/he enters the room.

Individuals then search for the remaining parts of the puzzle and get acquainted in the process.

Prizes can be awarded to the first team who completes the task. (If this exercise precedes a meal, have participants seated together at tables).

- **Materials Needed**

Logos, pictures, or children's puzzles.

- **Source**
  "More Games Trainers Play: Experimental Learning Exercises" by Edward E. Scannell and John W. Newstrom, New York, NY.

♦ Ice Breaker #7 "Get-Acquainted Scavenger Hunt"

This activity works best with large groups.

Prepare a Scavenger Hunt form similar to the one shown below.

Alter the items to tailor it to your respective firm or organization.

After the opening welcome, distribute the forms and ask each person to walk around, introduce himself or herself to others, and find people who fit the categories.

Each person can sign on only one line, thereby encouraging more involvement and movement. Annqunce that the first person to submit a completed form will get a prize.

(This activity might take more time than the other icebreakers. It can also be done in a "BINGO" format.)

- **Materials Needed**
  A copy of the Scavenger Hunt form for each participant; an inexpensive prize

- **Source**
  Lois Hedlund, Arizona Credit Union League, Phoenix, Arizona.

SCAVENGER HUNT

This Scavenger Hunt should help you break the ice with others attending the meeting. Find a person who fits each description. Have the person sign his or her name on the line. Each person can sign only once, so you must find ten different people. The first six people to complete the hunt win a prize.

1. Find a person who has the same ZODIAC SIGN as yours:_____
2. Find a person born EAST OF THE MISSISSIPPI RIVER:_____
3. Find a person who has lived in ARIZONA MORE THAN 10 YEARS:_____
4. Find a person who is a BUSINESS MANAGER OF A COMPANY:_____
5. Find a person who has worked for a company MORE THAN 5 YEARS:_____
6. Find a person who belongs to a CREDIT UNION:_____
7. Find a person from a UNIVERSITY:_____
8. Find a person from a COMMUNITY COLLEGE:_____
9. Find a person who has attended a TRAINING PROGRAM:_____
10. Find someone who knows how many ones appear on A ONE DOLLAR BILL:_____

APPENDIX B:
Overhead Transparency Masters

Overhead 1—"Reading Aloud to Children": The Purpose of This Workshop

Overhead 2—Benefits of Reading

Overhead 3 – Benefits of Reading Aloud To Children

Overhead 4—Making Reading Aloud to Children Active

Overhead 5—Getting Ready to Read Aloud to Children

Overhead 6—Choosing Something to Read

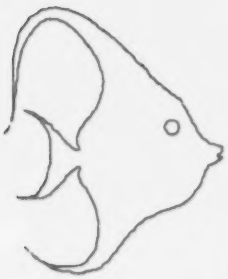
Overhead 7—How to Read Aloud to Children

Reading Aloud to Children

The Purpose of this Workshop is to:

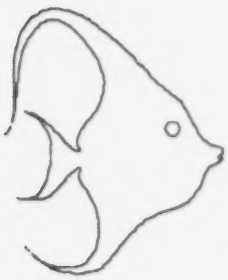
- Discuss the benefits of reading aloud
- Get to know how to read aloud
- Observe a reading aloud demonstration
- Practice reading aloud with a child

Benefits of Reading



-Passes on knowledge, skills, and values from the past

-Develops life-long learners



-Opens doors to exciting new worlds

Benefits of Reading Aloud To Children

- Has a positive effect on children's success in school.
- Enhances listening, thinking, and comprehension skills.
- Invites children to become actively engaged in the book.
- Helps children to see the conection between speech and the printed word.
- Assists children in developing a good attitude toward reading and learning.
- Initiates "book knowledge."

Making Reading Aloud To Children Active

Stimulate Curiosity

- Predict
- Ask Questions
- Answer Questions

Build Enthusiasm

- Express Feelings and Reactions
- Reflect and Connect to Personal Experiences

4

Getting Ready to Read Aloud to Children

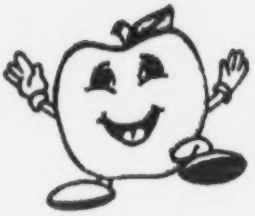
Make time at least once a day to read

Create a comfortable, pleasant environment

Make sure you are free from distractions

5

Choosing Something to Read



Allow children to choose what to read

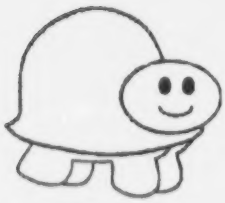
Look at pictures

Check the amount of text to make sure it is appropriate for the age of the child

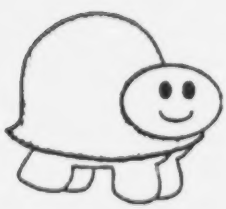
Preview the book or literature

6

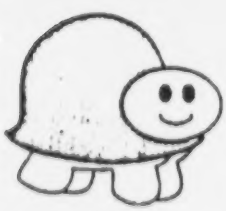
How to Read Aloud To Childrem



Make sure your child
can see the book
and turn the pages
if he wishes



Read with Expression



Be Patiemt

Make it FUN

7

APPENDIX C:

Audio-Guide Rationale Script

RATIONALE

Educational Services Audio Series

Reading Aloud to Children

You may have tangible wealth untold.
Caskets of jewels and coffers of gold,
Richer than I you could never be,
I had a parent who read to me!

There is joy in sharing books with children--books that make you laugh or cry; books that take you to unfamiliar places like the pyramids or the moon; books that explore the human experience and allow those who read them to gain unique perspectives and understanding.

Research shows that reading aloud to children is very important to their reading and language development. In a report to the National Academy of Education and the National Institute of Education, the Commission on Reading stated:

> "The single most important activity for building the knowledge required for eventual success in reading is reading aloud to children".

Welcome to... "READING ALOUD TO CHILDREN" --
A special audio guide produced by the Educational Services Division of the Pacific Resources for Education and Learning, otherwise known as PREL.

In this audio guide we explore the benefits of reading aloud to children. Parents, grandparents, and other family members will learn how they can improve their children's success in school by reading aloud to them at home.

Rationale in English

Reading Aloud: The Link to Our Storytelling Past

Pacific people traditionally learn through observing and listening. In the old days, our ancestors passed on their knowledge, skills, and cultural values through the oral traditions. There was no writing system, and because knowledge was viewed as highly prestigious, only selected family members were allowed to possess it. In the evenings, stories and legends were shared by these family members to pass on indigenous knowledge and skills to children. Stories were told to teach cultural values and to strengthen family and clan identity. This system of storytelling assured that important cultural knowledge was passed from generation to generation.

These days, we now have books that preserve many of our Pacific stories and we rely less on speeches and storytelling. Reading aloud is another way of telling a story except that the story is written down and the story teller reads. The main difference between a storytelling and a read-aloud session is that when reading aloud to children, there is an interaction between the reader and the listener. The parent or child may ask or answer questions or just talk about the book. This interaction helps children's listening, understanding and thinking skills. In a typical read-aloud session, children are encouraged to ask questions about the book, and even to participate in reading or telling the story.

In traditional storytelling, there is a saying that stories are told to "children who have ears." While the storytellers share their special knowledge, children are expected to listen carefully, without speaking or asking questions. Because people throughout the Pacific honor this tradition, and continue to value this behavior in children, read-aloud sessions may be new, unfamiliar, or even frowned upon.

Although this read-aloud process is different from traditional ways of storytelling, it does improve their thinking and learning. It helps them to see the connection between what is said and what is written. And this prepares them for school. Doing well in school prepares them for life. Family customs that you begin when your children are young . . . they will remember the rest of their lives.

Reading Aloud: Why is it Important?

Reading aloud is an important motivator. The single most important activity that we can do to help our children to be successful readers is to read aloud to them on a regular basis. Why? When parents help their children learn to read, they open the door to exciting new worlds. When you read to them, they develop a love of stories and poems; they want to read on their own; they practice reading; and finally, they read for their own information and pleasure. When children become readers, their world is forever wider and richer. Reading aloud is a way for us to instill in our children, a curiosity about and respect for books, and the desire to learn to read. This desire is critical as students get older and must take responsibility for their own learning.

Besides building an enthusiasm for reading, reading aloud prepares children for school and can help them do better in school. Children who have been read to have fewer difficulties learning to read, and have longer attention spans because of their experience in sitting still and listening to a story. When they start school, they have a clear understanding of how books work. They know how to turn the pages, and they know about authors and illustrators. They understand that the printed words mean something, and that books will usually have a beginning, middle, and end. These understandings, called "book knowledge" are very helpful for our children when they enter school for the first time. And, as our children progress through the grades and learn to read for themselves, they will continue to benefit from being read to. In fact, reading to high school and even college age students has been shown to improve both attitudes toward reading and learning, and academic success.

Reading aloud also plays an important role in language development. The adults in children's lives are their prime role models for language. Spoken language is the building blocks for reading and writing or what we call "literacy." As our children listen and learn about the people and places they find in books, their language abilities improve. They learn new words. They learn how words can be put together in different

ways to form sentences. Hearing words and sentences that are slightly above what the child uses, pushes the child to even higher levels of language development.

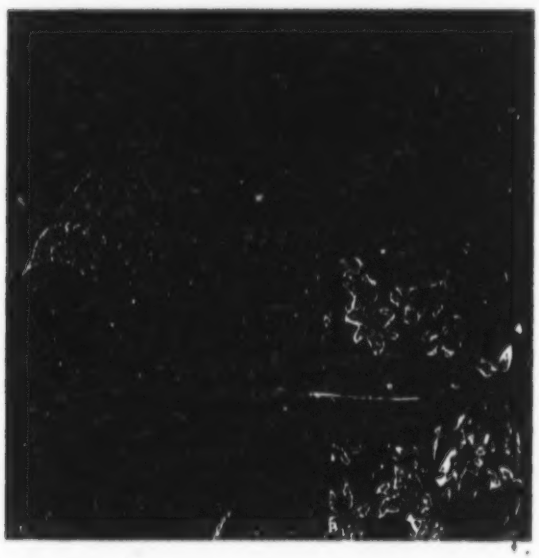
Finally, as we read to our children we are also helping them to develop an appreciation for literature. Like listening to a good storyteller, reading and discussing good literature with our children teaches them about the development of tone, mood, setting, plot, and character in a story. It is an excellent way to encourage your child to be an author and to write on his or her own.

Introduction to Model Read-Aloud Session

You will now hear a parent read aloud to his or her child. You'll hear a model session with a local story to demonstrate read-aloud techniques. Remember, there is no right or wrong way to read aloud to your child. The most important thing is that you read to them at least once a day and that you both enjoy it. Don't forget to have fun!

READING ALOUD TO CHILDREN

Designed for Use with PREL's Bilingual "Reading Aloud to Children" Audiotapes



PACIFIC RESOURCES FOR EDUCATION AND LEARNING

Promoting Educational Excellence

here is joy in sharing books

with children—books that make you laugh or cry; books that take you to unfamiliar places like the pyramids or the moon; books that explore real life and help you learn how others see the world.

We encourage you to spend time reading with your child. Reading aloud can instill a curiosity about books and the desire to learn to read. By taking time out of your day, every day, to read to your child, you share the joy of reading and help your child along the path to learning and knowledge.

How Does Reading Aloud Benefit Children?

Research shows that reading aloud to children has a significant effect on reading and language development. In addition, reading aloud:

- Prepares children for school and has a positive effect on academic success;
- Helps children to see the connection between speech and the printed word;
- Aids in listening, comprehension, vocabulary, and thinking skills;
- Develops a good attitude toward reading and learning;
- Develops "book knowledge" or a familiarity with books, titles, authors, illustrators, plot, etc.

Get Ready to Read Aloud!

- Make time at least once a day to read to your child.
- Select books on topics of interest to your child or allow him/her to help in selecting books.
- Preview books to make sure that they are appropriate for your child.
- Find a comfortable, pleasant environment that is free from distractions, and make sure your child can see the book and turn the pages.

Reading Aloud—Make It Fun!

- Read with expression...if you're reading a spooky story, use a spooky voice; if it's funny, giggle and laugh!
- As you read, allow your child to follow along. You can even point to the words as you read them.
- Look at and talk about the pictures.
- Encourage your child's participation in reading or telling the story, especially if there are animal noises or other sounds.
- Ask your child to predict what will happen next and to express thoughts and feelings about the story.
- Ask open-ended questions and encourage your child to reflect on the story in his/her own way.
- Don't be surprised if your child asks you to read some books over and over again. When children request repeat readings, they show their growing interest in print materials. And, each time they listen to a story, they can learn new things while reinforcing prior knowledge.

What Else Can Parents Do?

Show your children that you value reading and learning by creating a literate home environment:

- Encourage everyone in the household to read by setting aside a special time every day. Turn off the TV!
- Let your children see you reading a book; share your enthusiasm with them.
- Carry books with you wherever you go, and read when you have a chance.
- Fill your home with reading materials of all kinds—books, newspapers, magazines, and even supermarket labels can be read together.
- Visit the library, or borrow books from your child's school.
- Preserve family traditions by telling stories and then writing them down together in homemade family books.

Give your children the most valuable gift in the world: Teach them to want to read by reading to them every day.

Pacific Resources for Education and Learning (PREL) is an independent, nonprofit corporation funded by the U.S. Department of Education to serve American Samoa, the Commonwealth of the Northern Mariana Islands, the Federated States of Micronesia (Chuuk, Kosrae, Pohnpei, and Yap), Guam, Hawai'i, the Republic of the Marshall Islands, and the Republic of Palau. PREL works collaboratively with Pacific communities to tailor services that meet identified educational needs and priorities.

PREL's "Reading Aloud to Children" audiotapes are available in English on one side and in the following Pacific languages on the other side: Carolinian, Chamorro, Chuukese, Hawaiian, Ilocano, Kosraean, Marshallese, Palauan, Pohnpeian, Samoan, Woleaian, and Yapese.

PREL

PACIFIC RESOURCES FOR EDUCATION AND LEARNING

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ES0001

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